



Social Behavior of NTT Students in the Teaching-Learning Process

(Study of Social Behavior among NTT Students Class of 2022 at University PGRI Kanjuruhan Malang)

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ABSTRACT

The aim of this research is to 1) describe and analyze social behavior and the factors behind the social behavior of NTT students class of 2022 in the teaching and learning process at PGRI Kanjuruhan University Malang. The method used in the author's research uses a qualitative descriptive approach. The focus in this research is 1). Student social behavior in the teaching and learning process includes: (a) attitudes, (b) actions, and (c) decisions taken. 2). The factors underlying student social behavior in the teaching and learning process consist of: (a) internal factors and (b) external factors. The results of this research are as follows: based on observations, interviews and documentation, it shows the results of the forms of social behavior of students from NTT in the form of attitudes (affective, cognitive and conative), actions (instrumental rationality, value rationality, affective and traditional), as well as decision taken (commitment). The factors underlying student social behavior in the teaching and learning process are divided into internal factors consisting of intelligence, motivation, talent and interest. External factors consist of resources, conditions, important figures as references, and culture.

Keywords: Factors, Teaching & Learning Process, Qualitative descriptive approach, Social Behavior.

1. INTRODUCTION

Higher education is an educational institution that is formally entrusted with the task and responsibility of preparing students according to the goals of higher education. According to Republic of Indonesia Law no. 20 of 2003, higher education can take the form of academies, polytechnics, high schools, institutes and universities. Higher education is the level of education after secondary education which includes diploma, bachelor (S1), master (S2), and doctoral (S3) programs. The purpose of higher education is to develop deeper knowledge, skills and competencies in a particular field, as well as to prepare individuals for the professional and academic world.

The better quality of education on the island of Java compared to outside Java makes students try to get the opportunity to study on the island of Java (Niam, 2009). According to Tyas (2017), currently many high school graduates in various provinces in Indonesia are interested in continuing their education at university level on the island of Java. This is of course because Java Island has many universities with better quality compared to universities outside Java. As a result, students from outside Java who dream of enjoying superior quality education in Java have to migrate and leave their hometowns (Hutabarat, 2021).

National Higher Education Standards (SNPT) are standards set by the Indonesian government through the Ministry of Education and Culture, which aim to guarantee the quality of higher education in Indonesia. This SNPT regulates various aspects related to the implementation of higher education, starting from the curriculum, learning process, evaluation, to facilities and infrastructure. This SNPT functions as a reference for universities in preparing and implementing their educational programs. Even though the National Higher Education Standards (SNPT) have been established and applied to the provision of higher education, disparities in the quality of HEIs in various aspects are clearly visible (Mustofaet *al.*, 2019). The differences are more pronounced between PTs located on the island of Java and outside

Java. SNPT was issued by the government through Minister of Education and Culture Regulation Number 3 of 2020 concerning National Higher Education Standards, to ensure that the implementation of higher education is carried out consistently and with quality. One of the objectives of implementing SNPT is to minimize differences in quality between HEIs spread throughout Indonesia. PGRI Kanjuruhan University Malang is one of the universities in the city of Malang, East Java, which is a destination for students from outside Java to study.

Table 1. Number of students class of 2022 at PGRI Kanjuruhan University Malang who come from outside Java

| No | Origin | Amount | Percentage (%) |
|----|--------------------|--------|----------------|
| 1 | East Nusa Tenggara | 123 | 54.42 |
| 2 | Kalimantan | 25 | 11.06 |
| 3 | Papua | 22 | 9.73 |
| 4 | Bali | 16 | 7.07 |
| 5 | Maluku | 15 | 6.63 |
| 6 | Sumatra | 8 | 3.03 |
| 7 | West Nusa Tenggara | 6 | 2.65 |
| 8 | Sulawesi | 5 | 2.21 |
| 9 | Lampung | 2 | 0.88 |
| 10 | Riau | 2 | 0.88 |
| 11 | Bengkulu | 2 | 0.88 |

Based on data on student admissions for the class of 2022, East Nusa Tenggara Province is the region outside Java with the largest number of origins for PGRI Kanjuruhan University Malang students. In 2022, PGRI Kanjuruhan University Malang will accept 226 new students from outside Java. Of this number, 123 children registered as students came from East Nusa Tenggara. This number means that 54.42% of the total students from the class of 2022 at PGRI Kanjuruhan University Malang come from outside Java.

Table 2. Distribution of students from NTT class of 2022 at PGRI Kanjuruhan University Malang

| Faculty | Amount |
|-------------------------|--------|
| Law | 7 |
| Economics and Business | 21 |
| Science and Technology | 26 |
| Farm | 8 |
| Language and Literature | 13 |
| Education Science | 48 |

Students from NTT often receive the stigma of not being good enough, including in academic matters. There are still many opinions that educating them is more difficult than educating students from other regions, especially from Java, because of their behavior, likes to get into trouble, and rough temperament. Several studies have found that Eastern Indonesian students experience academic challenges at various universities. many of them have difficulty getting a high Grade Point Average (GPA), are vulnerable to dropping out, have problems with discipline which makes them underachieve in the academic field (Bakhtiar, 2015; Mayora, Nazir, Basyir & Zuliani, 2016; Uriepa, 2019) . This is due to reluctance to attend lectures in full, lack of attention to lecturers, lack of commitment to improving grades, lack of self-confidence, and lack of discipline (Mayora, 2016).

This is also related to their status as migrants, who receive a lot of pressure/stress, especially in the initial period of migrating as new students in an area far from their place of origin. Gunandar and Utami (2019) stated that in the early years of college students will experience transitions in various aspects of life where they will be vulnerable to experiencing disorders related to mental health such as high levels of stress. New students will experience difficulties adjusting to college due to *homesickness* experienced, difficulty socializing and difficulty getting to know new people and difficulty managing time. This is a problem for new students and causes them difficulty adjusting to college (Ababuet *al*, 2018). The many problems experienced by new students and immigrants are considered to be the reason for their lack of academic ability. The research results of Maulina and Sari (2018) stated that only around 23% could make good academic adjustments. According to Ramadan (2018), quite a few students choose to migrate to Java because of several reasons, including the parents' desire for their children to be more independent, and partly because

of their own desires. They want to feel what it is like to be away from their parents and want to be free to do anything for pure pleasure and personal satisfaction. This statement was made clear by Rianton (2013) that students who migrate have the intention of getting pleasure from things like hanging out in cafes with friends, going to the mall just to wash their eyes or shopping, using branded goods, visiting discos, or Other entertainment activities are all hedonistic lifestyles that are not directly based on and are reflected in teenagers, especially students. This is different from migrant students from the old generation who have higher motivation to achieve success in their overseas studies, for various reasons including perhaps having faced significant life challenges in their home area. These experiences can strengthen resilience and the ability to overcome obstacles. The arduous journey to achieve higher education may have developed a habit of hard work and dedication to their goals. Economic motivation or a goal to improve their family's conditions in their home country, which can be an additional impetus for success. The burden of responsibility towards family in their home country can provide extra motivation to achieve success, because their success is seen as a positive contribution to the family and society. They are more aware of the value of education and learning opportunities outside the region because they may have experienced limited access in their home region.

Negative stigma towards migrant students from East Nusa Tenggara in the context of learning behavior can be caused by several factors that influence their perceptions and experiences in a new educational environment. Students from areas with lower quality basic education may face difficulties in adjusting to the higher academic demands of higher education. Differences in teaching methods and curriculum between schools in NTT and universities in big cities can cause adaptation difficulties and become a big challenge for students. They may face difficulties in adjusting to different teaching methods in colleges in big cities. The learning styles applied in schools in NTT may be different from those applied in universities in big cities. Students need time to adjust to a new learning style that may be more independent and require personal initiative.

For many students from NTT, Indonesian may not be their first language, so they may have difficulty understanding lecture material delivered in Indonesian. Lack of effective communication skills in an academic environment can cause students from NTT to be less active in class discussions and other academic activities. Different language of instruction and limitations in Indonesian or English can hinder understanding of subject matter and communication with lecturers and friends. They may have difficulty adapting to the new culture of a big city, which may affect their social interactions with lecturers and fellow students. A difficult adaptation process can cause stress, which has a negative impact on academic performance and behavior in learning. Overseas students are often far from their families and support networks, which can make them feel isolated and lacking moral and emotional support. Students from NTT may face prejudice and negative stereotypes from their new environment, which influences how they are treated and how they see themselves. A surrounding environment that does not understand the cultural and educational background of students from NTT can give rise to negative stereotypes. This prejudice can influence perceptions of their academic abilities. Experiences of discrimination and marginalization can reduce students' motivation and self-confidence, which impacts their academic behavior.

Social behavior is an action or response carried out by an individual or group in the context of interaction with other people or their social environment. Social behavior includes various forms of human interaction that occur in life. Social behavior takes the form of an atmosphere of interdependence which is a necessity to ensure human existence. As proof that humans, in fulfilling their life needs as individuals, cannot do it alone but need help from other people. There is a bond of interdependence between one person and another. This means that human survival takes place in an atmosphere of mutual support in togetherness. Human behavior is a function of the interaction between the individual and his environment. According to Piaget, behavior is motivated by a desire to achieve certain goals, although the perpetrator is not always aware of the specific goals being carried out.

Baron and Byrne argue that there are four main categories that can shape a person's social behavior, namely: 1) The behavior and characteristics of other people. If someone hangs out more often with people who have a polite character, there is a big possibility that he will behave like most people with a polite character in his social environment. On the other hand, if he associates with people with an arrogant character, then he will be influenced by such behavior. In this aspect, the teacher plays an important role as a figure who will be able to influence the formation of students' social behavior because he will have quite a big influence in directing students to take action. 2) Cognitive processes Memories and thoughts containing ideas, beliefs and considerations that form the basis of a person's social awareness will influence their social behavior. 3) Environmental factors

The natural environment can sometimes influence a person's social behavior. For example, people who come from coastal or mountainous areas are accustomed to speaking loudly, so their social behavior seems harsh too, when they are in a community environment that is accustomed to being soft and smooth in their speech. 4) Cultural structure as a place where social behavior and thinking occurs. For example, someone who comes from a certain ethnic culture may feel that they behave strangely socially when they are in a society with a different ethnic culture. In the world of education, individual behavior will be the target for forming character so that students can become human beings who can provide many benefits to society, families and the country. (Makmum, 2013).

From initial observations, the phenomena of migrant students that are problems include lack of discipline, not understanding local culture, communication problems, lack of concentration, lack of attention to lecturers, busy with their cellphones, difficulty understanding the material, difficulty learning independently, decreased motivation so it would be a shame if they didn't achieve success abroad. Some possible causes of these obstacles are cultural and social challenges: Difficulty adapting to new cultures, social norms, and educational systems can cause stress. social isolation: feelings of loneliness or social isolation due to being away from family and close friends in the country of origin can reduce social support. mental health conditions: academic pressure, cultural adaptation, or daily life problems can contribute to mental health problems such as stress, anxiety, or depression. Academic challenges: difficulties in understanding the language of instruction, differences in educational systems, or high academic demands can make students feel insecure and lose motivation. identity crisis: the process of finding oneself and dealing with questions of identity can be difficult, especially if students feel between two cultures or experience conflict between cultural values. uncertainty of the future: not knowing what will happen after completing studies, including difficulties in finding work or a residence permit, can cause worry. mismatch of expectations: if the expectations held do not match reality, for example, when students feel that education does not provide the expected benefits. technology and digital distractions: excessive use of technology, such as social media or mobile devices, can be a distraction and reduce focus on academic goals. financial challenges: financial difficulties or funding problems can be an additional burden that interferes with focusing on education.

Even though the phenomenon that occurred among the 2022 class of PGRI Kanjuruhan Malang Faculty of Animal Husbandry students is in line with Eriwanto's (2022) study which states that some students from Eastern Indonesia are less active, they prefer to remain silent, are embarrassed to ask questions, and do not dare to express their opinions during the discussion process. ongoing and unable to refuse things he doesn't want, such as consuming alcoholic drinks. However, students from NTT turned out to have good academic achievements and reputations, including during the first semester of their studies. This can be seen from their average GPA which is quite high. In fact, especially at the Faculty of Animal Husbandry, in the last three periods, the chairman of the Faculty Student Senate has been chaired by overseas students from NTT. The Senate, as the representative liaison between students and Faculty leaders, shows that there are no difficulties in socializing. Based on the background above, there is a need for research that can describe and analyze the social behavior of students from NTT in the teaching and learning process at PGRI Kanjuruhan University, Malang.

2. LITERATURE REVIEW

2.1. Social behavior

Social behavior is defined as behavior that is specifically shown to other people. In social interactions, special behavior is found shown by individuals or groups or factions to people outside themselves. The behavior shown is in the form of actions that lead to positive or negative thinking, both physically and psychologically. From the family environment there are special behaviors shown by parents to their children, by each other to their siblings, and vice versa. In the school environment, special behavior is found that students show towards classmates, contemporaries, upperclassmen, teachers, employees, leaders and vice versa. In the school dormitory environment, the behavior of dormitory children is found with roommates, in the same room, between dormitory residents, dormitory companions, and the community around the dormitory.

In interpersonal relationships, a student shows behavior towards others such as being diligent, lazy, patient, angry, obedient, disobedient, thrifty or wasteful. Behavior influences social action in the surrounding community in the form of feelings of happiness, displeasure, pity, care and not caring, even in the form of actions of giving something or not giving something, acceptance or rejection. A person's behavior receives action and reaction from society which has implications for social problems in the form of friendship, quarrels, brotherhood, conflict, and even war according to

the rational interpretation of each individual or group regarding the behavior shown by a person. In the educational environment, campuses try to mobilize themselves and elements of the academic community to work hard, build educational infrastructure, plan learning, carry out learning, evaluate learning, carry out additional activities for students, communicate with various parties, set examples of good behavior for students who All behavior is carried out for the success of education at the institution. Students carry out their activities by studying diligently, being disciplined in dividing their time, obeying university regulations, as well as being polite in social interactions, all of which is done and shown to others, none other than to achieve their goal of successfully pursuing education and maintaining the good name of the institution where they study. In this case, each individual behaves by showing physical and psychological activity to others to fulfill the motivation of the psychological need for self-satisfaction in accordance with social demands.

2.2. Educational Theory

The teaching and learning process, as one part of educational activities, is a process that involves various components that concern teachers as educators and students as learners. Learning is essentially an activity carried out consciously to produce a change, regarding knowledge, skills, attitudes and values (Hamzah, 2009: 54). Learning in the broadest sense is the process of changing behavior expressed in the form of mastery, use and assessment of or regarding attitudes and values, knowledge and basic skills contained in various fields of study or more broadly in various aspects of life or experience. organized (Lubis, 2021). Learning is a process that contains a series of actions of teachers and students based on reciprocal relationships that take place in educational situations to achieve certain goals. The interaction or reciprocal relationship between teachers and students is the main requirement for the teaching and learning process to take place. Interaction in teaching and learning events has a broader meaning, not just the relationship between lecturers and students, but in the form of educational interactions. In this case, it is not just conveying messages in the form of learning material, but also instilling attitudes and values in those who are learning.

2.3. Social Behavior Theory (Behaviorism)

Burrus Frederick Skinner stated that learning is seen as a change in behavior based on the stimulus-response paradigm, namely a process that provides a certain response to stimuli that come from outside in the form of encouragement, stimulation, response and reinforcement. This theory places a person as a passive individual, behavior is formed using training and habituation. Behavior becomes stronger when given reinforcement (*rewards*) and weakens when given punishment (*punishment*).

Behavioristic theory explains changes in behavior that can be observed, measured and assessed concretely. Behaviorist theory is better known as learning theory, because all human behavior is the result of learning. In this learning theory, it is often called Stimulus, Psychological Response, meaning that human behavior is controlled by rewards and reinforcement from the environment.

Principles of behaviorist theory: the object of psychology is a person's behavior, all changes in behavior are a reflex in accordance with the stimulus received, attaching importance to the formation of habits. Therefore, behavior is considered as the result of experience driven by the motivational need to maximize pleasure and minimize distress. The basic assumption of behaviorism is that behavior has certain laws, behavior can be predicted, and behavior can be controlled. This theory can be used to analyze the social behavior of students from the class of 2022 from NTT in the teaching and learning process at PGRI Kanjuruhan University, Malang.

2.4. Social Exchange Theory

George C. Homans is a figure in social exchange theory, his work entitled Social Behavior: Its Elementary Forms became the first text of social exchange theory. The core of Homans' exchange theory lies in a set of fundamental propositions. In his theoretical work, Homans limited himself to social interactions in everyday life. However, he clearly believed that a sociology built on the principles he developed would ultimately be able to explain all social behavior.

Social exchange theory was developed from the assumptions that: a) Behavior is a series of exchanges, b) A person always tries to get maximum rewards with minimal expenditure, and c) feels obliged to reciprocate rewards from others. Student social behavior in the teaching and learning process is a series of exchanges between the teaching and learning process facilitated by the university and the behavior expected by the university. Students who take part in the

teaching and learning process feel obliged to behave as expected by the university. Based on these assumptions, exchange theory is relevant for analyzing the social behavior of students class of 2022 from NTT in the teaching and learning process at PGRI Kanjuruhan University Malang.

2.5. Phenomenological Theory

Phenomenology as a method of approaching reality was introduced by Wilhelm Friedrich Hegel (1770-1831). He published *Phenomenology of Mind* as his master's work. The book is a comprehensive introduction to Hegel's philosophy. It wants to show forms of truth, become more and more existing, and finally become a scientific system. For Hegel, phenomena in history are not accidental events, but are important stages towards a richer organon. About two decades before Hegel, the pioneer of the concept of phenomenology was Immanuel Kant. The perceptions we have do not always match reality. Such as sounds caught by the ear and observations recorded by the eye will vary based on the distance from the source. In this case, Kant argues that it is impossible for us to know the world as a reality by itself. In fact, we know something based on our perception of the world as filtered through vision and organized by specific knowledge frameworks.

The philosopher Edmund Husserl (1859-1938), known as the founding father of phenomenology, developed the idea of the world of life (lifeworld). Phenomenology is essentially a modern perspective on humans and their world. The assumption of the phenomenological approach is that humans in knowledge cannot be separated from their moral views, both at the level of observing, collecting data, analyzing and making conclusions. In the phenomenological approach, instead of speculative thinking, it wants to place a high emphasis on the human ability to think reflectively, and moreover use probabilistic logic.

2.6. Attribution Theory

Attribution theory was expressed by Fritz Heider in 1958. At that time, Fritz Heider revealed that a person's behavior could be resolved theoretically. That's when several scientists began to be interested in researching a person's behavior with theory. This theory will explain how a person assesses the behavior of himself or others based on internal or external factors in that individual. Internal factors can be in the form of traits, character and attitudes, while external factors are pressure under certain conditions or circumstances that can influence individual behavior.

According to Permatasari *et al.*, (2021) as explained above, this attribution theory explains the behavior of other people or oneself regarding understanding surrounding events to find out their reasons for the circumstances experienced, the cause of an event can come from internal factors including ability and effort, while factors external includes luck and task difficulty

2.7. Ethnographic Theory

Ethnography is a study of theory that uses a qualitative approach. Ethnography comes from the words *ethno* (nation) and *graphy* (describe). According to Frey *et al.*, (as quoted in Mulyana, 2018) said that ethnography is used to research human behavior in specific natural environments. In general, ethnography is used to research a culture as a whole, in the form of matters related to culture. Ethnography focuses on describing a culture. The main aim of this activity is to understand a view of life from the perspective of native people.

The ethnographic or ethnomethodological model is a qualitative research model that has the aim of describing the cultural characteristics found in individuals or groups of people who are members of a cultural community group (Hanurawan, 2016; Johnson & Christensen, 2004). Meanwhile, Michael Burawoy defines ethnography as "studying people in their own time and space, in their own daily lives" (Hallett and Barber, 2014; Burawoy *et al.* 1991). Burawoy further argues that ethnographers must study their "natural habitats" to understand the gap between practice and discourse, and to situate the smallest everyday tasks in a depth greater than social structures (Hallett and Barber, 2014).

The essence of ethnography is an attempt to pay attention to the meanings of actions from events experienced by the people we want to study. Some of these meanings can be expressed directly through language, namely through words and actions. However, in every society, there is still a complex system of meaning with the aim of regulating people's behavior, understanding each other, and understanding the world in which they live. The meaning system is part of culture and culture is a study of ethnography.

3. RESEARCH METHODS

In this research, the author used a qualitative descriptive approach. Qualitative, descriptive research is a problem formulation that guides research to explore or photograph the social situation that will be researched thoroughly, broadly and in depth. According to Bogdan and Taylor quoted by Lexy.J. Moleong, a qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Qualitative research focuses on social phenomena, giving voice to the feelings and perceptions of the participants under study. Descriptive research is research conducted to describe and describe the current state of the research object as it exists based on facts. This research is an attempt to reveal the problem or situation or event as it really is so that it only describes the facts. The research results are emphasized to provide an objective picture of the actual situation of the subjects studied. Researchers will always ask questions with the words "why", "what reason" and "how did it happen" (Moleong, 2008:6).

Research Focus consists of:

- 1) Student social behavior in the teaching and learning process which includes:
 - a. Attitude
 - b. Action
 - c. Decision taken
- 2) The factors underlying student social behavior in the teaching and learning process consist of:
 - a. Internal factors
 - b. External factors

The informants in this research were:

- 1) Students from the Faculty of Animal Husbandry, PGRI Kanjuruhan University, Malang class of 2022 who come from NTT.
- 2) Lecturers who teach courses who are involved in the teaching and learning process of the students mentioned above
- 3) Academic Supervisor for each student mentioned above.
- 4) Fellow students, who are not from NTT.

Data analysis in this research was carried out using the interactive model from Huberman and Saldana (2014), which applies four (4) steps in analyzing data, namely data collection, data condensation, data distribution and data/conclusion verification.

4. DISCUSSION

4.1. Student social behavior in the teaching and learning process

Findings regarding the first focus on social behavior of students from NTT in the teaching and learning process. with attitude indicators, researchers determined the following:

- 1) Students prefer practical learning activities.
- 2) Students have high enthusiasm and enthusiasm in participating in practical learning activities.

Practical learning has advantages that can make students prefer it compared to other learning methods. Students can see directly how the theory studied is applied in real situations. This helps strengthen understanding and remember the material better. Practical learning provides the opportunity to carry out hands-on activities, which can improve technical skills and operational understanding. Practicums are often more interactive and interesting than lectures or text-based learning. Students can actively participate and collaborate with other friends. When doing practicum, students are often faced with problems or situations that require resolution. This helps them develop problem-solving and critical thinking skills. Practicum experiences provide a clearer picture of what to expect in the world of work, helping prepare students for their future careers. In practicums, students often receive direct feedback from the instructor or supervisor, which can help correct mistakes and improve skills.
- 3) Most students prefer offline learning, some like online learning.

Students' preferences for offline and online learning vary depending on various factors. Most students prefer offline learning. Offline learning allows direct interaction with lecturers and classmates, which can improve understanding of the material through discussions and questions and answers. Provides opportunities for social interaction, relationship building, and participation. Offline learning often has a clearer structure, with a fixed schedule that helps students maintain discipline and focus in their studies. Students can take advantage of campus

facilities such as libraries, laboratories and study rooms that can support their learning process. Practical activities that require special equipment or direct interaction are more effective when carried out offline.

Some students like online learning. Online learning allows students to study anytime and anywhere, making it more flexible for those who have many other activities or responsibilities. Students can access various online learning resources, such as videos, articles and discussion forums that can enrich their understanding of the material. With online learning, students can save time and costs that are usually spent on traveling to campus. Many online learning platforms provide recorded lectures, so students can repeat material if necessary.

- 4) Students have a high interest in certain areas of animal husbandry, namely animal health, reproduction and maintenance management. The field of animal health studies how to care for and treat animals, especially livestock. Includes disease prevention, diagnosis, and treatment. The animal health field offers a variety of career opportunities, such as becoming an animal health worker, researcher, or in the animal health industry. The field of livestock reproduction studies breeding techniques and genetics to produce superior and productive offspring. This field includes advanced technologies such as artificial insemination, embryo transfer, and genetic manipulation. Knowledge of reproduction is important for managing animal populations effectively. The field of husbandry management studies how to increase production efficiency through good husbandry management, such as nutrition, environment and animal welfare. This field also includes the use of technology in rearing management, such as automation, efficiency, and data analysis to improve animal welfare and productivity.
- 5) On the cognitive side, students have quite good academic achievements seen from the achievement index scores. Good academic achievement in students, as measured by the achievement index (GPA), shows that they have good cognitive abilities. Achievement index scores not only reflect students' academic understanding, but also various aspects of cognitive attitudes that are important for academic success. A good GPA shows that the student has strong cognitive abilities, a positive attitude towards learning, and the necessary skills.
- 6) Students still feel shy and hesitant in discussions and questions and answers in class. The feeling of embarrassment and doubt that students still have in discussions and questions and answers in class is quite common. Many students feel unsure about their understanding of the course material and worry that their answers are wrong or inappropriate. The fear of being judged or ridiculed by others if they give the wrong answer can prevent students from speaking up. Bad experiences in previous discussions or questions and answers, such as being reprimanded or ridiculed, can make students hesitate to participate. Students are hampered by good communication skills to convey their opinions clearly and effectively.
- 7) Students are diligent, persistent, and obedient to lecturer rules. Students who are diligent, persistent, and obedient to lecturer rules show positive attitudes and behavior in the academic environment. Diligent students show high dedication to their studies. They are consistent in their learning efforts and do not give up easily when facing difficulties. Perseverance allows students to continue learning and improve their understanding over time, despite facing challenges and obstacles. Persistent students do not give up easily when facing academic problems or difficult situations. Students who comply with lecturer rules show respect for the policies and procedures established in the academic environment.
- 8) Students' in-depth knowledge, creativity and active discussion are still lacking. Students' lack of in-depth knowledge, creativity and active discussion can hinder an effective and optimal learning process. A learning approach that focuses too much on memorization and does not encourage deep understanding. Students may be less accustomed to conducting independent research to deepen their understanding of a topic. A curriculum that is too rigid and does not provide space for exploration and innovation can limit student creativity. The lack of active discussion is caused by students feeling embarrassed or not confident enough to speak and convey their opinions in front of the class. Students may be used to a more passive learning culture, where they just listen and take notes without actively participating.
- 9) Students respect and appreciate friends and lecturers. Respecting and appreciating friends and lecturers is a very important attitude in creating a conducive and productive learning environment. This attitude not only enhances the individual learning experience but also strengthens the academic community as a whole. An attitude of mutual respect creates a comfortable and supportive environment, where all feel valued and comfortable to participate. Respecting and valuing friends and lecturers strengthens cooperation and collaboration in group activities and class activities. Students can develop important interpersonal skills, such as effective communication, empathy,

and conflict management. An attitude of respect builds positive and sustainable relationships between students, friends, and lecturers, which are beneficial in the long term.

10) Students have strong emotional ties between each other from the region.

Students have strong emotional ties between people from their regions due to various factors that influence their experiences away from home. This bond can provide important moral and social support during your studies. Students from the same region often have similar cultural backgrounds, languages, and experiences, which creates a sense of mutual understanding and connection. Facing the same challenges, such as adapting to a new environment, feeling homesick, and adjusting to a different education system, strengthens solidarity between them. Migrant students often provide emotional support to each other, especially when facing difficulties. Shared activities such as cultural events, group meetings, or religious activities can strengthen bonds and provide a sense of togetherness. These ties often form strong social networks.

11) Students feel happy joining regional and religious organizations.

Students receive various benefits, both in terms of personal and social development. Involvement in these organizations helps them feel more connected, supported and motivated during their studies. Joining regional and religious organizations allows students to maintain and celebrate their cultural and religious identity. These organizations provide emotional and social support, which is especially important for students who are far from home. Regional and religious organizations often hold activities that are relevant to students' cultural backgrounds and beliefs, making them feel more comfortable and accepted. Joining these organizations helps students build strong social networks with friends who have similar backgrounds.

From these findings, propositions can be formulated:

- 1) Students have high enthusiasm and passion for their preferred learning method, namely practicum.
- 2) The students' academic achievements are quite good and the students' interest is in the field of animal husbandry, especially animal health, reproduction and maintenance management.
- 3) Students respect friends and lecturers, are diligent and obedient, but still have obstacles in terms of conceptual understanding,
- 4) creativity, active discussion and question and answer.
- 5) Students have strong emotional ties with students from the same area of origin, they are members of regional and religious organizations

Regarding the first focus on the social behavior of students from NTT in the teaching and learning process. with action indicators, researchers determined the following findings:

- 1) Students are more participative and active in discussions in practical learning activities.
Students who are more participative and active in discussions during practical learning activities show that this learning method is very effective in increasing involvement and participation in the teaching and learning process. Practical learning involves students directly in activities, making them more involved and enthusiastic to participate. Practicums provide real and concrete contexts that help students understand the material more deeply, encouraging them to ask questions and discuss. Practical activities are often related to real-life situations, which makes discussions more relevant and interesting for students. Practicums are usually conducted in groups, encouraging cooperation and interaction between students. Students can directly observe how the theory they learn is applied in practical situations, which stimulates discussion and critical thinking.
- 2) Students are less active or participate in discussion and question and answer activities in lectures.
Students who are less active or participate less in discussion and question and answer activities in lectures are a common challenge faced by many educational institutions. Students may feel embarrassed or insecure about speaking in front of the class, afraid of making mistakes or being judged by friends and lecturers. If students do not understand the material well, they may feel reluctant to ask questions or participate in discussions. Teaching methods that are dominant in one direction without involving students in discussions or interactive activities can reduce participation. A classroom atmosphere that does not support open discussion or where only a few students are dominant in speaking can make others feel unmotivated to participate.
- 3) Students adapt in the teaching and learning process, especially in communication and the use of learning media, between before and during their study abroad.
Students studying abroad often face challenges that require adaptation in the teaching and learning process, especially in terms of communication and use of learning media. This adaptation is important to ensure they can

remain effective in learning even though they are in a different environment than before. Migrant students have to adapt to local languages or dialects that are different from the ones they usually use. Adapt to different communication norms, including non-verbal communication styles, social etiquette, and ways of interacting with lecturers and peers. Adapt to communication tools used at universities, such as learning management systems (SIKAD) or online discussion forums. Students often need to improve their technology and information skills to use the various software and tools required for learning.

- 4) Apart from sources from lecturers, students use Google and social media such as YouTube, TikTok and Facebook as sources of information or references in their learning activities.

The use of this media offers various advantages and challenges. Google is used to find quick information about a specific topic, definitions, or additional references. Students can find scientific articles, journals and the latest research relevant to their studies via Google Scholar. Many tutorials and guides are available on various websites found through Google searches. YouTube provides various video tutorials, online lectures, and concept explanations that can help understand the material. Animated videos and practical demonstrations help students understand complex concepts through visualization. Many YouTube channels are managed by experts in various fields, providing access to knowledge from credible sources. TikTok provides short learning videos that are easy to digest and often presented in an engaging way. Many content creators share study tips, tricks for completing assignments, and how to overcome academic problems in a short and interesting format. TikTok also allows students to engage in short discussions and join communities of similar interests. Facebook has many discussion groups and communities where students can share information, ask questions, and discuss certain topics. Students can share and access study materials, articles and videos posted by friends and other group members.

- 5) Students work together, discuss and exchange opinions with friends, but students tend to group with other students from other regions.

Students tend to feel more comfortable with friends who have the same cultural background, language and experiences. This similarity provides a sense of security and reduces social anxiety, especially for migrant students who are far from home. Groups made up of students from the same area often provide important social and emotional support, such as sharing experiences and providing assistance to one another. Common language and culture facilitate communication and interaction, reducing barriers that may arise from differences in language or social norms. Interacting with people from the region helps students maintain and strengthen their cultural identity, which can be a source of pride and comfort.

- 6) Students join regional and religious organizations. These organizations can support their learning activities.

Students who join regional and religious organizations can obtain various benefits that support their learning activities. Participation in this kind of organization not only helps with social and emotional support, but can also provide a more holistic learning experience. Regional and religious organizations provide a sense of community and solidarity that helps students feel more accepted and less isolated, especially those who are far from home. Organization members often provide moral support and encouragement that can help overcome stress and academic challenges. Participating in organizational activities helps students improve their communication and social interaction skills. Organizational activities help students learn to collaborate with others and develop conflict management skills. Joining an organization provides an opportunity to network with alumni, professionals, and fellow students who can help in future careers.

From these findings, propositions can be formulated:

- 1) Students show different levels of participation between discussion and question and answer activities in lectures and practical learning activities
- 2) Students adapt to the teaching and learning process in communication and use of learning media
- 3) Students use the internet and social media platforms to obtain information or content that is relevant to their studies or learning
- 4) Students show a tendency to work together, discuss and exchange opinions, but are more likely to form groups with fellow students from the region. They are also active in participating in regional and religious organizations.

Findings regarding the first focus on social behavior of students from NTT in the teaching and learning process. with the decision indicators taken, the researcher determined the following:

- 1) Students follow the teaching and learning process that has been regulated and determined by the campus.

Students who follow the teaching and learning process that has been regulated and determined by the campus demonstrate compliance with the existing education system and are committed to meeting the specified academic standards. This process includes various aspects such as lecture schedules, syllabus/RPS, teaching methods, and assessments. A set lecture schedule helps students manage their time effectively and ensures consistency in the learning process. Students follow a schedule that includes lectures, practicums, and exams, all of which are important to provide a thorough understanding of the courses taken. The syllabus/RPS provides clear guidance on the topics to be studied, recommended reading materials, as well as exam and assignment schedules. The syllabus/RPS sets clear expectations about learning objectives, expected outcomes, and assessment criteria.

- 2) In the teaching and learning process, students try to obey the lecturer's rules and orders.

Students who obey the rules and orders of lecturers in the teaching and learning process show discipline and respect for academic authority. This compliance contributes to the creation of a conducive and orderly learning environment. Students are expected to attend on time and regularly in every lecture, practicum and discussion session. Active participation in class discussions, group projects, and other learning activities is part of compliance with lecturer directions. Students must submit assignments on time according to the instructions given by the lecturer. Follow exam rules and other assessment procedures honestly and without violating academic integrity. Respect class rules, including not using cell phones, speaking in an orderly manner, and listening when lecturers or friends speak.

- 3) Students obey the advice of parents and family, and follow the directions of their seniors.

Students demonstrate a respectful attitude towards authority and experience. This compliance reflects cultural values that value family relationships and social hierarchy. Parents and family often provide advice related to ethical values, morals, and good habits that support academic and personal life success. Families provide important emotional support in facing the challenges of academics and college life. Seniors have experience and deeper knowledge of college life, which can help new students navigate academic and social challenges. Seniors can introduce freshmen to broader social networks, including study groups, organizations, and career opportunities.

- 4) Students are determined to complete their studies well, with the hope of making their parents happy.

Students' determination to complete their studies well and the hope of making their parents happy are very strong motivations in their academic journey. This reflects the values of responsibility, respect for education, and love for family. Students feel a responsibility to respect the efforts and sacrifices their parents have made to support their education. They see education as a way to give back to their families, achieve their dreams together, and improve the quality of life for themselves and their families. Students appreciate the importance of education in opening doors of opportunity for career and life advancement. They want to make the best use of this opportunity to achieve academic achievements that will make their family proud.

- 5) Students try to gain experience, knowledge and information to apply and exploit the potential in their home area.

Students' efforts to gain experience, knowledge and information that can be applied and utilize the potential in their home area is a very important and relevant step. NTT, with its natural wealth and agricultural potential, offers many opportunities for development and renewal in various sectors, including livestock. NTT has great potential in the agricultural sector, with favorable climate conditions for various types of tropical plants and livestock. The livestock sector in NTT is also rich in various types of traditional livestock which have economic value and are important in the lives of local people. Students want to use the knowledge and skills they gain to improve productivity, animal health and husbandry management on local farms. They are interested in introducing best practices and innovations that can increase production yields and the quality of livestock products.

- 6) Students continue to join regional and religious organizations.

Students who remain affiliated with regional and religious organizations can gain significant benefits in their personal and academic development. Joining regional organizations allows students to build networks with local people, including community leaders, local leaders, and fellow students from the same area. This can be strong social capital for the future, both in career and social activities. Regional and religious organizations often offer opportunities to develop leadership, managerial, and organizational skills. Students can learn how to collaborate, organize, lead activities, and solve problems. This not only provides practical benefits but also provides a sense of personal satisfaction. Involvement in regional and religious organizations can also help students to develop values such as social responsibility, empathy, and cooperation. Being involved in the activities of local and religious

organizations can improve students' social and mental well-being, by providing a sense of connectedness, purpose in life, and important social support.

From these findings, propositions can be formulated:

- 1) Students participate in the teaching and learning process in accordance with the provisions applicable on campus and demonstrate obedience to the rules and instructions given by lecturers in the academic environment.
- 2) Students consider advice from parents and family, and respect the experience and direction given by their seniors in the academic environment. They also have a strong motivation to complete their studies as a form of appreciation for their parents.
- 3) Students develop themselves through the experience and knowledge gained, to develop regional potential, as well as maintain and strengthen ties with their home region by joining communities in regional and religious organizations.

4.2. Factors underlying student social behavior in the teaching and learning process

Findings regarding the second focus, factors underlying student social behavior in the teaching and learning process. with internal factor indicators (intelligence, motivation, talent and interest), researchers determined the following:

- 1) Understanding of the material, where students do not master the lecture material related to calculation formulas. Students' lack of ability to understand lecture material related to calculation formulas is a significant challenge in their learning process. This also shows a lack of understanding of the basic concepts that form the basis of calculation formulas. Lack of practice and practical experience in applying these formulas can also affect their ability to understand and use the formulas well. Therefore, it is important to identify these factors and develop learning strategies that support students in understanding and mastering material related to formula calculations better.
- 2) Students' high interest in practicum-based learning. Students' high interest in practicum-based learning reflects their preference for learning methods that are more directly involved in practical and applied activities. Practicums allow students to directly experience theoretical concepts studied in class through experiments, simulations, or case studies in the field. This not only enriches their learning experience but also facilitates a deeper and more contextual understanding of the academic material. Practical learning can increase students' intrinsic motivation because they feel directly involved in the learning process, thereby strengthening the connection between theory and practical application in the real world. Institutionally, it is important to strengthen and support practicum learning programs with adequate resources and facilities, and ensure that curriculum and instructional design can effectively integrate these practical experiences in the development of students' skills and knowledge. Thus, students' high interest in practicum-based learning can be a valuable asset in enriching and improving their learning experience.
- 3) Communication skills are still lacking, which becomes an obstacle in the teaching and learning process. Students face challenges in communicating effectively in a language and accent that is not their mother tongue, which may be the language of instruction in the academic environment. This can influence active participation in class discussions, the ability to articulate thoughts clearly, as well as social interactions inside and outside the classroom. Cultural differences and communication contexts influence students' ability to adapt to communication norms that apply in a new/different academic environment for them. Students' communication skills need to be strengthened, both orally and in writing, to help them be more active and effective in the teaching and learning process, as well as maximizing their academic and personal potential.
- 4) Motivate students to develop regional potential and apply their learning results in their home region. Students have an understanding of the potential and challenges in the livestock sector in their home area. They recognize the need for innovation and improvement in livestock management, animal health, reproduction and livestock husbandry. Studies in the livestock sector also increase their awareness of the challenges faced by livestock farmers in NTT, such as limited access to resources, natural conditions, or animal diseases. The motivation to apply learning results often arises from the urge to find innovative and practical solutions to take advantage of livestock conditions in their home area. Applying learning outcomes in their home area can also open up career opportunities for students. This could include opportunities to work in the local livestock sector, start your own business, or get involved in government institutional projects.
- 5) Students' motivation to complete their studies is to make their parents and family happy and proud.

Students have strong values towards family and tradition. They feel responsible for completing their studies well as a form of respect for the support and sacrifices given by their parents and family. For college students, the opportunity to pursue higher education may be valuable to their families. This provides additional motivation to make good use of educational opportunities and achieve impressive achievements. Completing studies well can also give students a sense of empowerment and self-esteem. They view their academic achievements as evidence of their ability and perseverance in overcoming challenges, both personal and social. Good academic performance can also improve social status in their community or in the eyes of parents and family.

- 6) Students have a high level of concern, especially for their fellow comrades from the region.

Students feel a deep bond because they share similar cultural backgrounds, traditions and values. This strengthens solidarity between them and builds a sense of mutual support in their study experience. Having friends from the same area can be an important source of emotional and social support in a new environment. They understand each other's challenges and struggles faced in adapting to a new educational environment, and together they overcome these obstacles. High concern for fellow students often encourages students to work together more effectively in achieving their academic goals. They encourage each other and provide positive support to achieve academic and personal achievements. Caring for fellow students also helps students build strong social networks, which can be beneficial for the progress of their studies and personal development.

From the results of these findings, a proposition can be formulated:

- 1) Students demonstrate better understanding and mastery of the material through learning with practical activities. However, they face challenges in mastering lecture materials related to calculation formulas.
- 2) Students face obstacles in their ability to communicate in less fluent Indonesian, and even more so in understanding Javanese.
- 3) Students have the urge to contribute to the development of their home region through the knowledge and experience gained, and a strong determination to complete their studies as a form of appreciation for their parents and family.
- 4) Students have a high level of concern and support for students who come from the same area, showing solidarity and brotherhood in their academic environment.

Findings regarding the second focus, factors underlying student social behavior in the teaching and learning process. with external factor indicators (resources, conditions, important figures, and culture), researchers determine the following:

- 1) Learning method, where practicum is more popular and supports students in understanding the material, activeness, creativity and interaction.

Practicum allows students to learn directly by carrying out activities or experiments in the field or laboratory. This helps them understand the theoretical concepts studied in a real context, thereby deepening their understanding. In practicum, students are actively involved in practical activities such as observing, recording, measuring, or conducting experiments. This encourages active participation and engagement in the learning process, which effectively increases their motivation to understand the material in more depth. Practicums often allow room for exploration and innovation. Students can try new approaches or develop creative solutions to solve problems encountered in practicum. This helps improve their critical and creative thinking skills. Practicum involves team or group collaboration between students in completing assignments or experiments, thereby building communication and collaboration skills, as well as expanding their social networks in an academic environment.

- 2) Ease of using the internet and social media to obtain information or content that is relevant to their studies or learning.

The internet allows students to access various sources of information widely and easily. They can search for academic journals, e-books, articles and other resources that support their learning from various online platforms. Social media such as YouTube, TikTok, and Facebook provide educational content in a variety of formats, including video tutorials, infographics, and group discussions. Students can utilize this content to deepen their understanding of a particular topic or to learn new skills. Easy access to the internet and social media encourages students to be actively involved in searching for information, asking questions and sharing knowledge. This can increase their intrinsic motivation in understanding and mastering the material. Students can manage their study time flexibly by utilizing online resources. They can study anywhere and anytime according to their own schedule, which allows better adjustment to individual learning styles.

- 3) Open opportunities to develop livestock in the area of origin. There is still a lack of farms with good management, and also a lack of animal health workers.

Students feel called to make a positive contribution to economic development and community welfare in their home areas. By implementing animal care and health management, they can help increase the productivity of local farms. Livestock studies provide relevant skills and knowledge to address specific challenges faced by livestock farmers in the home region, such as good livestock management and proper animal health care. Students can play a role in introducing and adopting new technology in animal husbandry, such as livestock management applications or animal health monitoring technology, which can increase livestock efficiency and productivity.

- 4) The differences in learning conditions before and after migrating require students to adapt in the teaching and learning process.

Before migrating, learning conditions were more limited in terms of access to supporting resources and technology, as well as a lack of variety in teaching methods. After migrating, students often encounter a more modern and diverse learning environment, with greater access to literature, technology and experience. Students need to adapt to the use of more sophisticated technology in learning, such as the use of online platforms, electronic learning resources and interactive learning tools. Various learning methods and teaching approaches applied in higher education environments require adjustments. Includes active participation in class discussions, independent practicum, and collaborative projects. Students need to learn to interact and communicate with colleagues from different cultural backgrounds, both fellow students and lecturers. This includes developing language skills, adapting to new social norms, and building new social networks. They also bring psychological and social challenges, such as overcoming homesickness, adjusting to a new lifestyle, and managing academic and financial pressures that may be different from before.

- 5) Communication in the teaching and learning process, with other people who do not come from the same area as them.

Students face challenges in communicating due to language differences, accents, or different speaking styles. This can make it difficult for them to understand clearly and respond to information conveyed by other people. Students who do not have much experience interacting with people from different cultures, the process of learning to adapt and respect cultural diversity can be a challenge in itself. Through awareness of these challenges, students can develop better cross-cultural communication skills, increase tolerance, empathy, and appreciation for diversity, and expand their social and professional networks in a multicultural academic environment.

- 6) Parents and families who have successfully completed their studies and careers, as well as their concern for students' studies, are a strong source of motivation.

Parents and family are a strong source of emotional and moral support for students. They provide positive encouragement and confidence to students in facing academic challenges and daily life in a new environment. Family members who have successfully completed their studies and achieved success in their careers inspire students to pursue high academic and professional goals. They can see that with hard work and dedication, they too can achieve the same. Parents and families who care about students' education will provide additional encouragement and motivation to ensure that students remain focused and enthusiastic in completing their studies. They may provide advice, guidance, or financial assistance that supports a student's educational journey. Students feel a responsibility to prove themselves and make their parents and families proud by completing their studies well and achieving success in the future. This can be a strong intrinsic motivation for them. When students face challenges or obstacles in their study journey, support and motivation from parents and family can help them remain steadfast and not give up.

- 7) Seniors who provide input and attention to them, as well as alumni who have successfully completed their studies and have careers.

Seniors and alumni who have been successful in completing their studies and building careers can be inspiring role models for students. Seeing them achieve these goals can provide strong motivation for students to pursue their dreams and achieve similar success. Seniors and alumni have valuable experiences about their challenges and journeys during college and after graduation. They can provide valuable insight into how to overcome academic obstacles, seek opportunities, and build a professional network. Seniors and alumni provide practical support in the form of advice, tips or information about job opportunities. They also provide moral support to remain enthusiastic and persistent in completing studies.

- 8) Their friends are superior or have academic abilities.

Having peers who excel academically can give students a concrete idea of what can be achieved with hard work and dedication. This can be a motivation to improve their own academic performance. Peers who have good academic abilities are often a source of moral support and inspiration. They can provide direct support, share study tips, or establish healthy competition that encourages both parties to achieve better results. Students use their friends' expertise as an opportunity to collaborate in learning and develop a deeper understanding of academic material. Of course, this creates a dynamic and mutually supportive learning environment. When facing academic challenges or difficulty understanding material, having peers you can rely on to discuss or help solve problems can be invaluable. This can increase self-confidence and the ability to overcome obstacles.

- 9) They consider teaching lecturers to be knowledgeable figures who can provide knowledge to others.

Lecturers who are respected for their knowledge can be strong role models for students. They show how dedication to academic knowledge and experience can lead one to success in their field. When lecturers teach passionately and provide deep insight into their courses, this can inspire students to explore more deeply and develop their interests in a particular field of study. Respected lecturers often also serve as mentors or advisors to students. They not only teach academic material but also provide advice on career, personal development, and professional networking. Caring and dedicated lecturers can provide emotional support and encouragement to migrant students. This includes providing praise for academic achievements, providing suggestions for overcoming learning challenges, and motivating students to reach their best potential. Positive interactions with respected lecturers can help build students' self-confidence. They feel valued and supported in their academic journey.

- 10) A sense of the same fate and struggle with other friends who also migrated to pursue further education.

Migrating to pursue further education often places students in the same situation, where they have to adapt to a new environment and face similar challenges. The sense of solidarity and emotional support between fellow migrant students can provide additional strength to remain strong and enthusiastic. Seeing fellow students who are also struggling hard to achieve academic success can provide additional motivation to overseas students not to give up in the face of obstacles or difficulties they may face. Peers can be a valuable source of information about how to overcome certain challenges or effective learning strategies in a new learning environment. They can exchange experiences, give tips, or provide practical support to each other. Migrating to study often makes students feel lonely or miss their home and family. Strong relationships with peers can reduce these feelings by providing social support and building deep bonds of friendship.

- 11) The existence of regional and religious organizations where they are part of the community has enormous meaning for students.

Regional and religious organizations provide various significant benefits in students' personal and academic development. Joining regional organizations allows students to build networks with local people, including community leaders, local leaders, and fellow students from the same area. This can be strong social capital for the future, both in career and social activities. Regional and religious organizations often offer opportunities to develop leadership, managerial, and organizational skills. Students can learn how to collaborate, organize, lead activities, and solve problems. This not only provides practical benefits but also provides a sense of personal satisfaction. Involvement in regional and religious organizations can also help students to develop values such as social responsibility, empathy, and cooperation. Being involved in the activities of local and religious organizations can improve students' social and mental well-being, by providing a sense of connectedness, purpose in life, and important social support.

From these findings, propositions can be formulated:

- 1) Practical activities support students in the teaching and learning process, increasing activity, creativity, interaction and communication, while the ease of using the internet and social media helps them obtain information or content that is relevant to their studies or learning.
- 2) There is a large opportunity to improve the livestock sector in the area of origin through improving management and increasing the number of animal health workers.
- 3) The differences in learning conditions before and after migrating require students to adapt in the teaching and learning process, including in communicating with other people who do not come from the same area.
- 4) Figures as sources of motivation, family, seniors, friends and lecturers, provide strong encouragement for students in pursuing academic and career success.

- 5) Solidarity with comrades in arms and involvement in regional and religious organizations are very important for students in supporting their educational journey overseas.

5. CLOSING

5.1. Conclusion

Based on the results of research regarding the social behavior of NTT students in the teaching and learning process, it can be concluded:

- 1) Migrant students show high enthusiasm for practical learning, have an interest in animal husbandry and have quite good academic achievements, and are emotionally connected to friends in the region through organizations, even though they still face obstacles in understanding
- 2) conceptual, creativity, and active discussion.
- 3) Students show different participation between discussion activities in lectures and practicums, adapt to the teaching and learning process through communication and learning media, use the internet and social media for studies, and tend to work together in groups from the region and are active in regional and religious organizations.
- 4) Students are committed to the teaching and learning process according to campus regulations, obey lecturers' rules and instructions, consider the advice of parents and seniors, have strong motivation to complete their studies for the sake of their parents, and develop themselves to advance regional potential and strengthen ties with their home region through regional organizations and religious.
- 5) Students show better understanding through practicum but have difficulty with calculation formulas, they still face communication barriers, have the drive to contribute to the development of their home region and a strong determination to complete their studies for the sake of their families, and show solidarity and high concern for fellow students from their region.
- 6) Students face adaptation in learning and communication, increase understanding through practicums, utilize the internet and social media as learning resources, and are encouraged by family, seniors, friends and lecturers, with great opportunities to develop the livestock sector in their home areas, while solidarity and involvement in Regional and religious organizations support their educational journey.

5.2. Suggestion

- 1) Lecturers can create a safe and supportive environment where students feel comfortable to speak without fear of being judged or ridiculed. Providing positive reinforcement and recognition for each participation, as well as ensuring that all opinions are valued, can help increase student self-confidence. Constructive and positive feedback can help students understand where they can improve without feeling blamed. Encouraging students to prepare well before discussions and giving them the opportunity to speak in a more relaxed setting can help build their confidence. Provides clear and detailed instructions about assignments, tests, and class rules. Involve students in the process of establishing class rules to increase their sense of ownership and responsibility. Give awards or recognition to students who show obedience and positive attitudes as motivation. Provide constructive and constructive feedback to help students understand areas for improvement. Design practicum activities that encourage interaction and active participation from all students. Provide assignments and projects that are challenging and require critical thinking and collaboration. Use active learning techniques such as case studies, role-playing, and simulations to spark discussion. Encourage students to provide feedback and reflect on their practicum experiences, so they can learn from mistakes and successes. With the right strategy, active participation in practical discussions can be further enhanced, providing a richer and more meaningful learning experience for students.
- 2) Institutionally, it is important to strengthen and support practicum learning programs with adequate resources and facilities, and ensure that curriculum and instructional design can effectively integrate these practical experiences in the development of students' skills and knowledge. Thus, students' high interest in practicum-based learning can be a valuable asset in enriching and improving their learning experience. It is important for educational institutions to provide curricula that are relevant to the livestock context in students' home areas, organizing practical training and collaborative projects that integrate theoretical knowledge with practical application in the field. In addition, involvement in community service activities that focus on the livestock sector can also strengthen connections

between students and the local livestock community and facilitate direct application of their learning outcomes to support sustainable development in the students' home areas.

- 3) Provide orientation programs that help students understand the new academic system and culture at the university. Provide communication and IT skills training to help students adapt to academic demands and new technology. Ensure students have easy access to digital resources and learning tools. The use of digital media such as Google, YouTube, TikTok, and Facebook provides many benefits for students in looking for additional information and references. However, it is important for students to use this medium wisely, validate information, manage their time well, and maintain their security and privacy. With the right approach, digital media can be a very useful tool to support the teaching and learning process and improve the quality of learning required. It is important to develop critical skills to evaluate the reliability and truth of information obtained from the internet and social media. Educational institutions can play an important role in providing guidance and training on digital literacy and responsible and effective use of the internet for students. In this way, students can optimize the benefits of this technology in supporting their overall learning process.
- 4) Provides clear and easily accessible information about the various organizations and activities available. Provide adequate space and facilities for meetings and organizational activities. Providing support, both in the form of funds and logistics, for the activities of regional and religious organizations. Recognize and give appreciation to the contributions and achievements of the organization and its members. Encourage collaboration between organizations and faculties to hold events relevant to the academic curriculum. Integrate organizational projects or activities into academic assignments, such as case studies or community projects.
- 5) For administrators and members of regional and religious organizations, form study groups within the organization to discuss study material and prepare for exams together. Hold regular discussions about academic topics that can help deepen understanding and application of material learned in class. Teach organizational members about effective time management to balance organizational and study activities. Providing mental health support through counseling or relaxation activities can help reduce academic stress.

5.3. Implications for Research

From the discussion according to the findings above, the researcher obtained the implications of the research results based on the perspective of theoretical implications and practical implications.

1) Theoretical implications

This research determines the theoretical implications of Skinner's social behavior theory debate which does not pay attention to aspects related to ethnic sentiment in interactions that produce social behavior.

2) Practical implications

Input for Institutions:

- a. The student affairs bureau is more active in various approaches to diverse students, including through regional and religious organizations.
- b. Guidance and counseling assistance is needed for students, regarding obstacles/obstacles in the teaching and learning process.
- c. Preparing a good syllabus/RPS will really help all parties in achieving the goals of implementing the teaching and learning process.

From the theoretical implications, this research has the novelty that social behavior as a result of interactions between individuals/community groups always pays attention to ethnic (tribal) sentiments. In behavioristic theory, reinforcement is a key concept used to shape behavior. In a learning context, reinforcement can be applied in various ways to increase the effectiveness of the learning process. Behaviorism theory has been used in the development of teaching techniques and classroom management. The principles of positive and negative reinforcement are used to shape behavior. Behaviorism theory is still relevant and has important applications in various fields of study such as behavior and education. This approach focuses on observable and measurable behavior, thereby ignoring important aspects of human experience that cannot be directly observed such as thoughts, feelings, and motivation. Behaviorism reduces complex human behavior to a series of simple responses to stimuli. This approach may not be sufficient for understanding more complex dynamics of human behavior, especially those involving social interactions. In understanding social behavior, the behavioral approach should be combined with other perspectives that pay attention

to ethnicity factors. Ethnicity influences social behavior through various pathways and perspectives. While behaviorism provides important insights into how environment and conditioning influence behavior, other perspectives add richer and more complex dimensions, taking into account cognitive, sociocultural, and humanistic factors. By understanding these influences, we can better appreciate the diversity of social behavior and develop more comprehensive approaches.

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